

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13OH4

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mr. Thomas Evans

Official School Name: Cuyahoga Heights High School

School Mailing Address: 4820 East 71st
Cuyahoga Heights, OH 44125-1095

County: Cuyahoga State School Code Number*: 007955

Telephone: (216) 429-5700 E-mail: TEvans@cuyhts.k12.oh.us

Fax: (216) 676-2054 Web site/URL: www.cuyhts.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Edwin Holland Superintendent e-mail: eholland@cuyhts.org

District Name: Cuyahoga Heights Local School District District Phone: (216) 429-5700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Roylene Sample

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district _____ 1 Elementary schools (includes K-8)
_____ 1 Middle/Junior high schools
_____ 1 High schools
_____ 0 K-12 schools
_____ 3 Total schools in district
2. District per-pupil expenditure: _____ 17980

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: _____ 2
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	33	35	68
10	35	37	72
11	35	39	74
12	43	43	86
Total in Applying School:			300

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
2 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 2%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1, 2011	312
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 0
Number of non-English languages represented: 0
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 13%

Total number of students who qualify: 40

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%

Total number of students served: 36

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>16</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>0</u>
Total number	<u>36</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	96%	95%	95%
High school graduation rate	96%	98%	97%	97%	99%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>71</u>
Enrolled in a 4-year college or university	<u>71%</u>
Enrolled in a community college	<u>23%</u>
Enrolled in vocational training	<u>1%</u>
Found employment	<u>1%</u>
Military service	<u>4%</u>
Other	<u>%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

The Cuyahoga Heights School District serves the villages of Brooklyn Heights, Cuyahoga Heights and Valley View. Located approximately four miles from mid-town Cleveland, our district is crisscrossed by the Cleveland Metroparks system and the scenic Erie Canal. Our district's enrollment of approximately 950 Pre-K-12 students is spread out across three schools: one elementary, one middle and one high school. Our residents generally fall in the middle class, with an approximate annual household income of \$34,000. While our district has long enjoyed a strong industrial tax base, over the past three years a substantial decline in these revenues has caused economic distress. Cost-efficiency measures have been an essential part of our annual budget revisions, allowing us to avoid a tax levy for as long as possible. This financial stewardship has strengthened the sense of trust and value residents have in the school district.

Community support is a cornerstone of Cuyahoga Heights High School's (CHHS) success. Residents take great pride in the numerous academic and co-curricular achievements, including:

- designation as a Blue Ribbon Lighthouse School District,
- one of Newsweek's Top 1,300 High Schools,
- one of US News and World Report's Best High Schools,
- ten consecutive years rated Excellent on the Ohio Department of Education State Report Card
- awarded Ohio High School Athletic Association's Sportsmanship Award ten consecutive years
- Buckeye Best Health Gold Award for five years.

Furthermore, Cuyahoga Heights has been above the national and state averages in student performances on the Advanced Placement exams (AP), Ohio Graduation Tests (OGT), and the ACT tests in three of the last four years.

A clear operational understanding of the nature and function of small school is pivotal to grasping what we do for the students in Cuyahoga Heights Schools. Our small size is also inherently tied to the stability of our community. Because of our size and stability, almost all of our teachers know the students and their families very well. Many students have parents and even grandparents who are proud alumni of Cuyahoga Heights. We have a very low transient population and a large number of students begin in Pre-K and graduate from Cuyahoga Heights High School. This is something we appreciate and are fully aware of the benefit this is to our students' achievement.

The mission of Cuyahoga Heights Schools is "to provide a safe, secure, and nurturing learning environment that graduates students who are college and career ready, are critical thinkers, are culturally aware, and are prepared to be successful citizens of the 21st century." This mission resonates in all facets of the school, beginning with our administrators, teachers, students, and community.

Cuyahoga Heights students are offered a wide variety of learning opportunities. One networked computer for every student provides the integration of 21st Century skills into daily instruction and assessment. Ten advanced placement courses enhance an already challenging and rigorous curriculum. Through our partnership with Cuyahoga Valley Career Center and integration of project-based learning in our classrooms, a focus on real-world applications of content learned in the classrooms prepare our students for the changing global workforce. Our music curriculum easily rivals those of larger districts, leading the American Music Association (AMA) to deem Cuyahoga Heights one of the AMA's Top 100 Music

Communities.

A huge factor in the success of our 2013 initiatives will be the consensus-building between the administrators and Cuyahoga Heights Teachers' Association. Putting the improvement of student achievement as the over-arching goal brings the conversation to "what is best for students." The Cuyahoga Heights Board of Education supported the Race to the Top (RTTT) committee, proposal, and initiatives from its inception to its implementation, encouraging teachers and administrators to do what is best for our students. Frequent and on-going communication enabled the Transformation Team to make this happen! Also, through the continued effort of the "Building on Excellence and Success Together" (B.E.S.T.) committee, there has been a redesigned focus to the district mission, vision, beliefs, and strategies, all to better help our children succeed.

Our teachers are respected in the community as professionals who strive to provide the best education possible to their students. District professional development is focused and implemented based on state standards, including the soon-to-be-implemented Common Core. Relevant student level data, teacher, and principal evaluations drive the schedule for both on-campus and off-campus in-service sessions. Cuyahoga Heights Schools has always believed in professional development suited to the needs of individual teachers. In fact, the current negotiated teachers' agreement includes a yearly professional development fund for every teacher; these funds may be used at the teacher's discretion during the length of that negotiated contract. Additional money for professional development is also provided through district and federal funds. In line with Ohio's evolving standards, evaluation of district principals and teachers follows an established system. The teachers' evaluations are outlined in the negotiated agreement, and the principals follow a process established by the Superintendent.

CHHS offers a variety of extracurricular activities to its students. Athletic teams not only represent CHHS well on the field or court, but also in the community while performing acts of service. Over 80 percent of our students participate in multiple co-curricular activities. As noted in future sections, our fine arts program is nationally recognized and provides our students with a wealth of opportunities.

Cuyahoga Heights Schools are focused on delivering a quality education for all children. We are driven to improve how we teach and assess to continue to maximize our ability to meet the needs of all students. For these and many additional reasons we feel worthy of this prestigious distinction.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Cuyahoga Heights High School measures student learning through various standardized assessments at both the national and state levels. The Ohio Department of Education (ODE) utilizes the Ohio Graduation Tests (OGT) for three viable reasons: “to ensure that students who receive a high school diploma demonstrate at least high school levels of achievement; measure the level of reading, writing, mathematics, science and social studies skills expected of students at the end of the 10th grade; and meet federal requirement for high school testing” (www.ode.state.oh.us).

Students’ OGT scores are categorized into five quintiles: limited, basic, proficient, accelerated, and advanced. In each of the five subject areas assessed, a student must meet at least the proficient level in order to meet state graduation requirements. From the onset of both the Adequate Yearly Progress and Report card rankings, CHHS has consistently met the Adequate Yearly Progress (AYP) standard and has been designated by the state as Excellent.

In addition to state standards, Cuyahoga Heights Schools looks carefully at how our students rank nationally on both the ACT and AP exams. In Ohio, the state composite average on the ACT has remained at about 21 for the past ten years, while the AP exams have used the standard mark of 3 or higher to signify sufficient content knowledge for college credit.

B. OGT Results

Ninety-five percent of CHHS’ students, including those identified as economically disadvantaged, have scored proficient or above in reading and math over the past five years. However, our high school does not simply accept proficiency as the target. At Cuyahoga Heights, our goal is for 100 percent of our students to score at the accelerated and advanced levels on the Ohio Graduation Tests (OGT). Over the past five years, CHHS has slowly increased its percent of students scoring at the higher levels. In 2010-2011, 89 percent of all students scored at the accelerated and above levels on the Reading OGT, and 69 percent on the math OGT.

Our current success is strongly connected to several contributing factors including: curriculum alignment from grades K-12, professional development opportunities provided through both district initiatives and an institutional commitment to individualized professional development for each teacher, and a focus on data-driven decision making interwoven through our curriculum, assessments, and remediation efforts. In order to move more of our students into the accelerated and advanced range of test scores, we have initiated several interventions.

ACT Results

Cuyahoga Heights has exceeded both the state and national average composite scores fourteen of the last fifteen years, most recently with a 22.7 average composite. We have also exceeded the ACT benchmark scores in English, reading, and math.

AP Results

AP scores also show student achievement. Cuyahoga Heights High School offers 11 different AP courses. The AP scores at Cuyahoga Heights have increased substantially since 2009. In 2009, 32 percent of students taking AP tests earned scores of 3 or higher. In 2012, 69 percent of students taking AP tests earned scores of 3 or higher. A score of 3 or higher is required for passage. This large increase in passing scores is the result of concerted district effort to improve outcomes for high-achieving students. In short, we are doing better in AP classes when measured against our own past performance.

Cuyahoga Heights also compares favorably to students taking AP tests in Ohio and nationally. In 2012,

67 percent of students in Ohio scored a 3 or higher on AP tests; 61 percent of students nationally scored a 3 or higher. In 2012, we did better than the state and national averages.

Cuyahoga Heights has also increased the number of students taking AP classes and exams. In 2012, 14 percent of the student body took an AP exam. Cuyahoga Heights exemplifies its commitment to students taking AP exams by allowing these students to take these exams for no charge. This opens the door to students who may have been prohibited from taking these courses because of the costs associated with them. The increase in the number of students electing to enroll in AP courses and take AP exams, along with the high percentage of students passing the tests and earning college credit, embodies the dedication by teachers and faculty, to properly place and/or recommend students into the appropriate courses allowing them to achieve at their highest potential. Our school moves students beyond life after high school, not simply passing a 10th grade state assessment.

2. Using Assessment Results:

Positive changes in recent high-stakes test scores have resulted from a general environment of data-driven instruction at CHHS. From using Ohio Achievement Assessments (OAA) and EXPLORE (the first step in the Quality Core process through ACT) data to anticipate the needs of incoming freshmen to modifying course content based on ACT/SAT results to ensure college readiness for graduating seniors, all core content area teachers regularly use assessment data to inform their instructional practices. Student progress is monitored daily by teachers, parents, and students via Progress Book (an online grading system). The data reflected in Progress Book enables ongoing communication among all stakeholders involved in an individual student's education, thus leading to modifications in course delivery as needed. On a larger scale, CHHS has access to abundant data on student performance as a participant in Battelle for Kids Project SOAR. The purpose of SOAR is to introduce value-added analysis to participating districts and demonstrate how progress information can be used as a diagnostic school-improvement tool. This value-added data provides teachers with a comprehensive view of each student's overall academic performance both on standardized tests and in school.

Ohio Graduation Test (OGT) preparation is embedded in all core courses for ninth and tenth graders. Additionally, several tenth grade teachers use the OGTs as a semester exam incentive: if students pass the OGT in the Accelerated or Advanced tiers in a particular subject area, they are exempt from taking their final exam in that subject. While some teachers were skeptical of this practice at first, they were reassured by data collected from similar schools showing that once this incentive was offered, students' scores improved.

CHHS teachers regularly analyze data from high-stakes tests and other sources that reflect student performance. During the week of OGT testing, students are separated into different rooms based on testing speed determined by teacher-collected data. This practice enables students to focus on testing rather than becoming distracted by fellow test takers working at different paces.

Furthermore, using data collected from the 7th and 8th grade Ohio Achievement Assessments (OAA) as well as data from the EXPLORE test, teachers rank students using a system that mirrors the tiered performance scale set by the Ohio Department of Education (ODE). This data is then collected in a spreadsheet of all testing results by subject area and used to determine remediation groups. Students who have performed poorly on previous state exams are given remediation in the form of supplemental instruction through their coursework, after school tutoring and Saturday practice throughout the six weeks leading up to the Spring OGT administration. This process is repeated for students who did not pass the OGT on their first attempt. Prior to subsequent testing administrations, teachers facilitate intensive weeklong practice sessions for students to reinforce test content and high-stakes test-taking skills.

Similar to OGT preparation being blended into the core curriculum, coursework is also designed so that the SAT and ACT are effectively summative assessments of a CHHS student's high school experience. This is the direct result of scheduled common planning periods for subject area teachers to analyze and

apply data from weak performance areas on standardized tests in past years to the existing curriculum. All students take the PLAN (This ACT tool allows the high school to gather data on college bench marking and so forth) test free of charge during their sophomore year. Using data gathered from the results of this test, teachers work together to adjust the curriculum as necessary to ensure the maximum possible success on the ACT for each student. Beyond direct classroom instruction, the Director of Administrative Services provided this year ACT prep during study halls and on weekends. Furthermore, next year we will be offering an elective course entitled Transition to College Math & Reading to facilitate preparation for ACT/SAT and high stakes testing in college.

Students enrolled in AP courses also benefit from teachers' use of data. Release time for teachers to engage in collaborative data analysis and curriculum development is provided each year. Our impressive score trends offer evidence that this process of analyzing AP performance data to inform curriculum modification on a yearly basis is a highly effective way of helping our students reach their potential.

In order to share this information with the community, our website is updated daily with upcoming test dates as well as the schedule for school-based tutoring programs. Our administration, teaching, and guidance staff host evenings to discuss AP options, Post-secondary options, and OGT remediation programs. However, since we are a small district, we know that this is not enough to reach all of our parents. Therefore, we duplicate this information in the forms of letters to many of our families who do not access our website frequently and follow up with personal phone calls from the principal in order to discuss each child's performance.

3. Sharing Lessons Learned:

Teachers from all core academic areas collaborate with teachers from the Chagrin Valley Conference (CVC) to share lessons and ideas once a year. This CVC initiative allows teachers the time to meet with colleagues from across Greater Cleveland to explore instructional methodologies outside the confines of the district. Further, CHHS is one of seven schools in a consortium that feeds the Cuyahoga Valley Career Center. The English and mathematics teachers at CHHS meet semi-annually with all the member schools math teachers and take part in collaborative learning discussions. These discussions provide a great deal of idea sharing, as well as strategies and methods that other schools have used with great success. They have also eased the transitions for all schools to the new Common Core Standards and the institution of the PARCC assessment.

Another notable example of educators sharing lessons learned involves our math and special education departments joining forces for "Super-Algebra." This class was created as a fusion of three separate and distinct classes: Algebra A, Algebra B, and Intervention Algebra. Through careful planning with the math department, special education department, and guidance counselors, the class was redesigned in a new format. The class was structured using a model that employed flexible grouping, shared responsibility, and constant data collection: day one, pretest and lecture; days two through four, small group instruction based on the students' needs from the pretesting data; and day five, post-testing and either enrichment or remediation, again based on students' needs.

Our teachers belong to twenty-six distinct educational or professional organizations with a wide array of interests such as the National Teachers of Mathematics and the Ohio Viola Society. 20 percent of our staff have presented at national conferences on topics such as "Enhancing Language Acquisition in Students with Disabilities" and "Integrating Blackboard to Enhance Community Involvement." Additionally, our staff has served as AP Readers, soloist judges for music competitions, and adjunct professors at local universities. Thus, through these personal and professional experiences, our staff further enhances student learning. This professional involvement has led to presenters from these organizations lecturing at our school, virtual field trips to learn about Natural Gas Exploration, and actual field trips to enhance interest in the engineering field. Through all of these experiences, the staff at Cuyahoga Heights High School is better able to serve students and prepare them for transition from high school to adulthood.

4. Engaging Families and Communities:

CHHS establishes and maintains meaningful partnership with parents, community stakeholders, and other districts and organizations through consistent, responsive, and accessible communication and collaboration. Our mission clearly states that we strive to provide a safe, secure, and nurturing learning environment that graduates students who are college and career ready, are critical thinkers, are culturally aware, and are prepared to be successful citizens of the 21st Century.

Students, parents, and community stakeholders share in and foster student success by actively engaging in joint initiatives. The district established the “Building on Excellence and Success Together,” (BEST), a strategic planning program, with the primary goal to review the district mission and vision, and look at the current programming in place to ensure that all Cuyahoga Heights Schools’ graduates are prepared to enter college and to be successful in the 21st century work environment and global economy. The strategic plan permits the district to engage the community. Through the BEST initiative, parents, teachers, administrators, and representatives from the student body carefully research and analyze the school environment before making informed recommendations for positive change.

A sense of altruism and commitment to community development is ingrained in CHHS graduates through service projects sponsored by various classes, clubs, and co-curricular activities. During this school year, the wrestling team volunteered at the Ronald McDonald House to cook for and spend time with families of critically ill children; the football team worked at the Cleveland Foodbank and visited with senior citizens visit at Jennings Home; the National Honor Society held canned food drives; our District-Champion volleyball team raised an impressive amount of money for breast cancer research through Volley for the Cure. In addition to the commitment of our coaches and players, each student is required to complete 60 hours of community service for graduation. To date, our senior class, comprised of just over 80 students, has completed 6,416 hours of community service. That is approximately 80 hours per student.

CHHS’s commitment to a mutually beneficial relationship with the three villages it serves is well established and constantly growing. Staff and students interact regularly with parents and other community members to elicit feedback that then informs changes and developments in school activities. During the 2012 Homecoming week, the school sponsored its first public Homecoming parade to bring alumni and neighbors together to celebrate the successes of current students. This echoes the long standing tradition of community VFW members serving as honor guard at all home football games and maintaining a strong presence relationship with the Athletic, Band, and Drama Boosters. An open and constructive dialogue is carried out through such practices as the School Board’s bimonthly community dialogues and the Guidance department’s utilization of the Naviance Family Connection to keep families of upperclassmen informed and organized during the arduous college application process.

This commitment to responsive interaction with community groups has engendered a stronger curriculum, a safer school environment, and enhanced student engagement in civic activities. Each year several students earn coveted Cleveland Clinic Internships that advance them to the top of attractive candidates for future scholarships and employment. Each year approximately 75 percent of the senior class shadows employees of local businesses during a two-week Senior Project in May. Additionally, the entire junior class shadows potential careers by spending one day on the job in various local businesses or organizations. Community members also volunteer their time to give juniors real-world experience through the mock-interview process.

CHHS maintains numerous partnerships with community law enforcement, including K-9 unit training and SWAT training within the school building. Officers also participate as presenters during the school’s annual Safety Week, a series of events that includes multiple safety drills and speakers such as the county prosecutor. CHHS is proud to have a proactive Safety Committee with members from administration, the school board, and local law enforcement. On a theoretical civic level, students learn about the court system and international diplomacy through participation in Mock Trial and Model United Nations.

Freshmen enter CHHS uniquely prepared to be high school students. The high school building is connected to the middle school building and share several resources, so during students' eighth grade year they must venture over to the high school side for at least one class per day. This creates a mentoring opportunity for high school students to set positive examples for younger students, and an environment in which middle school students become aware of the rigorous teaching methods and course content awaiting them in high school. This seemingly small aspect of the CHHS experience is, however, a microcosm of the overall understanding the entire school community's emphasis of including all possible members in the most constructive way to further educational success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

A core element of the philosophy of the Cuyahoga Heights Schools is that students benefit from a challenging and rigorous curriculum. Our curriculum surpasses the standards set by the state of Ohio. The collaboration that exists between administrators, instructors, and educational partners ensures that the students of CHHS are prepared to meet the challenges of our global society.

Our curriculum is split into multiple levels that include rigorous opportunities for meaningful learning experiences for all students. The different facets of the curriculum include:

- college preparation,
- advanced placement,
- Post-Secondary Enrollment Options Program with Cleveland State University and Cuyahoga Community College
- dual high school/college credit option through Ohio Northern University,
- vocational workforce development courses to prepare students to enter the workforce through our partnership with Cuyahoga Valley Career Center,
- Specially designed curriculum for students with special education needs

Through the district's Race to the Top Committee, the high school has engaged in many initiatives to research, review and implement the Common Core Standards being adopted by the State of Ohio for the 2014 school year. To implement the Common Core Standards, individual departments have worked to develop multiple methods of instruction that enable differentiated learning, while maintaining the academic rigor. Further, departments have worked collaboratively to address the vertical alignment of the new state standards.

By focusing on 21st Century skills, students at CHHS have a variety of technological resources to support student learning. All high school teachers are participants in the Digital Academy. Classrooms are equipped with smart boards, document readers, projectors, DVD players, and laptop docking stations. In addition teachers use a plethora of technological resources to enhance student learning. Such resources include; iPads, iPods, bring your own device programs, computer software, and so forth.

Additional 21st century skills include our focus on Life and Career Skills through our agreement with Cuyahoga Valley Career Center (CVCC). CHHS students are eligible to attend the career center starting in eleventh grade. Further, career specialists help CHHS students determine their career path, assuring they are college and career ready.

Focusing on student mastery, the CHHS mathematics curriculum affords students the opportunity to obtain knowledge critical for future endeavors. This challenging and rigorous curriculum offers a variety of courses ranging from Transitional Algebra to multiple Advanced Placement courses. Honors courses provide students with prerequisite skills necessary to be prepared for Advanced Placement classes.

In order to realize the full potential of CHHS students as critical thinkers who collaborate and communicate with clarity, the curriculum offers a wide variety of courses. Eleven Advanced placement courses, as well as multiple other offerings, enable the students to expand knowledge in the multiple areas of science such as Astronomy, Meteorology, and so forth.

The Social Studies curriculum enables a CHHS student to engage in a dynamic, interactive and comprehensive study of human history. The students are afforded the opportunity to become effective members of the global society by investigating multiple cultures and societies both current and historic. The introduction of psychology to the social studies curriculum has granted students the opportunity to study the mind.

As the mission statement dictates, CHHS empowers students to reach new heights by providing a comprehensive arts program. Students can become global learners in their study of Spanish in our foreign language department, fine arts, music and physical education. Visual and performance offerings enrich a students' artistic environment. Both offerings include community performances as well as competitions. Health and physical education courses encourage a healthy lifestyle for all students. The expansive course offering enables all students to participate regardless of skill and ability level.

2. Reading/English:

Cuyahoga Heights English courses lay the fundamental groundwork for every student's education, are deeply rooted in both classic and contemporary branches of the literary canon, and focus on 21st century communication skills. Class activities designed to improve reading, writing, listening, and speaking skills consistently challenge students to think critically, work collaboratively, and engage in habits of thought that also enhance learning experiences in other academic areas. Students take a minimum of four full-year courses, and many choose to engage in extracurricular activities offered by the department such as the annual Shakespeare competition, The English Speaking Union's National Shakespeare Competition, and The Chieftain, CHHS's student newspaper. The department has recently developed a uniform composition rubric for all Pre-AP and AP classes that allows for consistent growth from freshman to senior year.

Ninety-Seven percent of CHHS students scored in the accelerated or advanced categories for writing on the Ohio Graduation Test, and 69 percent scored in the accelerated or advanced categories for the reading portion of the OGT. To achieve these goals, the department administered practice tests and used both these results and prior test scores to target at-risk students in need of extra support through differentiation practices, after school, weekend tutoring. Similarly, the English department recently took action to address areas for growth in students' ACT scores. After administering practice tests to all students in grades 9-12, the department determined content areas to target in an ACT prep course that will be offered to juniors and seniors during the school day during the 2013-14 school year.

CHHS pre-AP classes (grades 9-10) and AP classes (grades 11-12) enroll 61 percent of the student body, requiring them to rigorously analyze literary texts to which they respond with Socratic seminars, critical essays, and oral presentations. The Advanced Placement (AP) course is designed around works typically explored in freshman and sophomore years of college.

3. Mathematics:

The mathematics curriculum at CHHS is infused with rigor and challenge as well as one that makes a concentrated effort to improve and build the skills of our students that are at or below grade level. Students can take classes ranging from Alg. 1, Geometry, Statistics, to AP Calculus BC. It is a goal that all students have a strong foundation in mathematics and critical thinking so that they are able to succeed at the next level, whether it is in college or in a real-world working experience. Therefore, multiple levels are offered in order to meet each student's mathematical needs. The teacher recommendation process, in conjunction with testing data, is utilized to ensure students are placed at the correct learning level.

The use of the Mathematics Lab period enables students who require additional instruction, practice, and intervention to continue to work through concepts until mastery is demonstrated. Additionally, response to intervention periods have been instituted throughout the school day for Tier 2 and Tier 3 mathematics student who require specialized research-based methods in order to attain mastery of skills.

The curriculum and instructional priorities have been geared toward the Common Core Standards. Students have been exposed to the use of short cycle assessments, which enable the teachers to thoroughly analyze results and allow for more effective instruction. Communication is a major component of the mathematics curriculum. Students are asked to speak mathematically in class, explaining processes and using critical thinking skills in order to understand the math in their minds and apply to finding solutions. Teachers extend mathematics in the classroom by applying math to real life questions. Students are challenged with projects and collaborative learning experiences to show math as a life skill. From creating their own businesses, to the creation of a roller coaster, students apply skills learned throughout their mathematics courses.

CHHS is committed to the use of technology in learning. Smart boards in each classroom allow students visual representation of mathematics, from geometrical transformations to surface of revolution applications in Calculus. Students are exposed to multiple types of software, such as Geogebra, Maplesoft, Geometer Sketchpad, and TI Smartview interactive Calculator. Students often engage in the use of the CPS system in the classroom where teachers receive instantaneous feedback to aid instruction.

4. Additional Curriculum Area:

The philosophy of CHHS is to challenge each student to achieve and that is accomplished through a diverse curriculum across the board. The faculty incorporates 21st Century Skills into their classrooms through the use of technology as participants in the Digital Academy, a program to aid in technology integration into the classroom. The ultimate goal is to make all students globally competitive by assuring each student the skills necessary to thrive in a technologically advanced society.

Of the 11 AP courses that are in our course offerings, 10 are offered each year, included the newly adopted AP Psychology. It is through these classes students are exposed to a college level curriculum, with advanced rigor associated with college readiness. Due to the size of the district, AP Biology and AP Chemistry are offered on alternating years, enabling students the opportunity to be exposed to both sciences. AP Biology and AP Chemistry students do extensive lab study in multiple concepts. AP Calculus and AP Statistics students create their own roller coasters and design their own studies. AP English students do process drama which involves a type of validation showing that they know the characters they are studying, as well as engaging in “Socratic Seminars”. AP Government students have the opportunity to engage in “Town Hall Meetings” with local and state government leaders. Across all levels engaging instruction occurs on a daily basis. Students in science classes study the environment then apply their knowledge by partnering with the Cuyahoga Valley National Park System. Engaging lessons also occur in several of our additional science course including but not limited to our astronomy class and science in the news classes.

Students, as active participants, are not limited to core curriculum courses. The unified arts program at CHHS offers a plethora of opportunities. Our diverse course offerings include: ceramics, Studio Art 2-dimensional design, Studio Art 3-Dimensional design, Studio Art Drawing and Painting (AP Courses), graphic arts, and jewelry making. Despite the size of the school district, we offer seven different vocal/instrumental opportunities for students. Music students at CHHS travel each year to participate in national performances, including recent trips to Nashville and New York City. The Chamber strings, orchestra, jazz band, marching band, Scarlet Angels and concert band, have all received accolades and have been the reason that CHHS has been named one of the 100 Top Music Communities in the country by the American Music Association.

Our health and physical education curriculum is ever evolving, as evidenced by the addition of strength and conditioning classes. The district continually promotes a healthy lifestyle. By partnering with the Cleveland Clinic Foundation, BMI testing is done on all freshmen. Through a nutrition committee, cafeteria offerings have been altered to reflect this healthy lifestyle. In addition to traditional health classes, we offer a parenting class which focuses on child development from birth through five. This course invites guest lecturers from the community to talk about each stage of childhood as well as special

topics such as adopting and raising a child with a disability. Additionally, as part of the course requirement, students are required to spend one hour a week directly working with students in our Pre-K and Kindergarten programs.

5. Instructional Methods:

Students at CHHS benefit from a differentiated environment where students are engaged through the four years in high school. Students can take a variety of classes that meet their needs. Additionally, once in the classroom teachers at CHHS differentiate the curriculum to meet the needs of each student. Regardless of the ability level CHHS teachers hold high expectations for student learning. Using a combination of higher level questioning skills and tiered assignments students routinely meet and or exceed expectations. After all, we expect each student to be thirsty learners; wanting more for themselves and expecting to make a difference in the world.

A variety of opportunities exist for students to receive intervention from teachers and tutors. All departments allow students to come get help during their study hall and lunch periods. Designated programs like math lab, eliminate excuses and afford a structured learning environment. Routinely you can see CHHS students receiving additional support during the teachers' lunch and planning periods. Quite simply, the staff at CHHS does whatever it takes instructionally to assure students success.

Each student is special and unique and is treated as such at CHHS. CHHS offers eleven co-taught classes; students who are in need of additional support are enrolled in these co-taught classes. Further, when in the class, students are often broken up in small groups to break down the larger concept into smaller parts.

Additionally, teachers have been assigned a response to intervention block (RTI). Teachers work one on one with students in Tier two to maximize learning and comprehension. Lastly, students move effortlessly in and out of intervention based on student data in all subject areas.

6. Professional Development:

Professional development is paramount in the district design at CHHS. All professional development focuses on instructional practices that ultimately lead to student growth. As a participant in the Race to the Top Grant, our professional development is tied directly to our Scope of Work and district mission. The district has worked collaboratively to align courses of study through vertical teaming. Formative and Summative assessment workshops have been conducted at all levels to assure that data is driving our instructional practices. Additionally all staff members have been trained in the use of Value Added data through workshops both during and after the instructional day. At the completion of these workshops departments analyze and disseminate data to assist teachers in differentiating instruction.

One of the upcoming professional development opportunities will be to train all high school teachers on using curriculum maps. This will help facilitate the transition to the new Common Core Standards adopted by the state of Ohio. Teachers will work within their content area to design curriculum maps that will have interdisciplinary connections throughout the district.

The faculty and administration of Cuyahoga Heights High School continue to improve upon our current strategies using research-based methods in order to improve instruction and student outcomes. Within our school there is a professional development committee, comprised of administrators and teacher leaders. Throughout the years, staff members have shared their expertise on subjects such as: integrating technology in the classroom, Google applications, teaching strategies for 21st Century skills, differentiation, data disaggregation, and curriculum development. These staff-led professional development opportunities are presented during "Professional Growth Tuesdays" which are late-arrival days (for students) in order for teachers to engage in learning new skills and maintain on-going dialogue about best practices.

In terms of participating in collaboration between school buildings, vertical teaming occurred within all departments. Through these curriculum development meetings across all grade levels, we were able to align standards to the Common Core curriculum as well as share lesson ideas, planning, and classroom strategies. Within departments, we used a portion of “Professional Growth Tuesdays” in order to discuss changes in the curriculum and our plans to meet those new standards.

The three communities (Brooklyn Heights, Cuyahoga Heights, and Valley View) we serve stay well-informed through various technology systems used for the purpose of enhancing communication about building schedules, classroom lessons, and building and district initiatives. Through the overhauling of the school website, parents can now easily access pertinent classroom information from individual teacher web pages as well as other necessary information from calendars to lunch menus. Parents can also monitor student grades and classroom assignments through the use of Progressbook, thus, enabling all stakeholders to be updated and informed.

Teachers are provided the opportunities to attend and participate in professional development outside the district. Multiple teachers have attended both state and national conferences, and present information gleaned from the conference to the staff. In doing so, all staff members gain from the experience. Every year, AP teachers participate in day long, or week long workshops in their content area. In addition, one of our teachers is an AP reader, which provides the other AP teachers an excellent resource in preparing their students.

To ensure that we are globally competitive in the 21st century, ongoing technology workshops are held. Teachers are continually educated in advances that are occurring in software and hardware, as well as new social media networks that are educationally adaptable. Workshops have focused on Moodle, Google Apps, Prezi, Wiki’s and Microsoft Suite.

Staff input, both before and after professional development, demonstrates the importance of a collaborative effort to provide timely and relevant professional development. Surveys are used to gather data on recent professional development. This data helps to drive future professional development.

7. School Leadership:

Henry David Thoreau once said, “Though I did not believe a plant will spring up where no seed has been, convince me there is a seed and I am prepared to expect wonders.” Simply put, this quote embodies the philosophy that we expect wonders every day. At Cuyahoga Heights it is critical to have high expectations for all parties in the educational environment. All students, teachers, administrators, community members have a voice and are a must to the long term success of our students.

At all levels in our district strong leadership prevails. The superintendent has weekly cabinet meetings that include the Director of Administrative Services, Middle/High School Principal, Elementary Principal, Athletic Director/Assistant Principal, Special Education Coordinator, and Treasurer. During these meetings each department reports out on the current state of affairs within the department. The High School principal has weekly meetings with his leadership team consisting of: building secretaries and athletic director/assistant principal. Reviewing the past week as well as current weekly activities, all members of the team have an equal voice in discussing areas of strength and improvement.

Further, long term plans are discussed and ultimately agreed upon to focus the direction of the high school.

In addition to the weekly meetings it is evident that shared decision-making is paramount to the daily operations of the high school. Staff and students have opportunities to participate on one of several committees including but not limited to: grade point average, scheduling, textbook adoption, and so forth. The principal is an active participant in the Hall of Fame, Alumni Association, Men’s Service Club, and Chamber of Commerce.

Helping students develop leadership skills is a major focus. Students consistently meet with the principal to develop programs for the high school. Participation in National Honor Society and Student Council are but two examples of the many opportunities to be involved in extra-curricular activities. Whether as a leader or participant, students are strongly encouraged to get involved. Close to 80 percent of the student body is involved in co-curricular activities.

Students put their leadership skills to use a variety of ways. Two examples are outreach programs that help at Ronal McDonald House and Senior Living Associations. Additionally, the school plays host to over 100 senior citizens as our "Welcome Back to School" each Fall. Each administrator plays an active role in the success of the evening. Staff members have volunteered to play music and serve dinners.

As mentioned previously the principal is active in the community. His role is the Men's Club, as an example has been critical to communicating the successes and areas in need of improvement to the community.

A hallmark of the leadership and shared vision is our Building on Excellence and Success Together (BEST) Committee. Students, staff, parents, community and business leaders take part in a collaborative effort that helped to set the vision, mission, and belief statements of the districts. Further collaboration has led to subcommittees convening to develop a plan complete with recommendations. These recommendations are then reviewed by district personnel and either acted upon and deemed in need of additional research.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: Grade 10/2012 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Advanced, Accelerated, Proficient	95	97	97	96	98
Advanced and Accelerated	86	83	79	89	77
Number of students tested	73	87	77	73	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced, Accelerated, Proficient	95	100		83	83
Advanced and Accelerated	75	80		83	60
Number of students tested	20	10		12	10
2. African American Students					
Advanced, Accelerated, Proficient	0	0	0	0	0
Advanced and Accelerated	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Advanced, Accelerated, Proficient	0	0	0	0	0
Advanced and Accelerated	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Advanced, Accelerated, Proficient		73		80	92
Advanced and Accelerated		27		60	50
Number of students tested		11		10	12
5. English Language Learner Students					
Advanced, Accelerated, Proficient	0	0	0	0	0
Advanced and Accelerated	0	0	0	0	0
Number of students tested					
6. White, Non-Hispanic					
Advanced, Accelerated, Proficient	94	96	97	97	97
Advanced and Accelerated	87	85	82	92	77
Number of students tested	68	84	71	71	75
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: Grade 10 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Advanced, Accelerated, and Proficient	96	95	97	99	100
Advanced and Accelerated	69	64	64	74	71
Number of students tested	73	87	77	73	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced, Accelerated, and Proficient	95	90		92	100
Advanced and Accelerated	55	60		50	50
Number of students tested	20	10		12	10
2. African American Students					
Advanced, Accelerated, and Proficient	0	0	0	0	0
Advanced and Accelerated	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Advanced, Accelerated, and Proficient	0	0	0	0	0
Advanced and Accelerated	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Advanced, Accelerated, and Proficient		64		90	100
Advanced and Accelerated		18		50	33
Number of students tested		11		10	12
5. English Language Learner Students					
Advanced, Accelerated, and Proficient	0	0	0	0	0
Advanced and Accelerated	0	0	0	0	0
Number of students tested					
6. White, Non-Hispanic					
Advanced, Accelerated, and Proficient	96	95	97	99	100
Advanced and Accelerated	66	64	65	76	72
Number of students tested	68	84	71	71	75
NOTES:					

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